



**Solicitation Information**  
**17 May 04**

**RFP # B03819**

**TITLE: Alternative Assessment Program**

**Submission Deadline: 16 June 04 @ 2:00 PM**

Questions concerning this solicitation may be e-mailed to the Division of Purchases at [questions@purchasing.state.ri.us](mailto:questions@purchasing.state.ri.us) no later than **28 May 04 at 12:00 Noon (EDT)**. Questions should be submitted in a **Microsoft Word attachment**. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

**SURETY REQUIRED: No**

**BOND REQUIRED: No**

**Jerome D. Moynihan, C.P.M., CPPO**  
**Administrator of Purchasing Systems**

**Vendors must register on-line at the State Purchasing Website at [www.purchasing.ri.gov](http://www.purchasing.ri.gov)**

Note to Vendors:

Offers received without the entire completed three-page RIVP Generated Bidder Certification Form attached may result in disqualification.

**THIS PAGE IS NOT A BIDDER CERTIFICATION FORM**

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## **Cost Proposal Forms**

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**A – Task Allocation Form**

**B – Line Item Budget**

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**A- Graphic Representation of relationship of GLEs to Alternate Achievement Standards, Assessment, and IEPs**

## SECTION 1 - INTRODUCTION

The Rhode Island Department of Administration/Division of Purchases, on behalf of the Rhode Island Department of Education, is soliciting proposals from qualified firms to provide for the development of products and implementation of portions of the State Assessment Program, as described elsewhere herein, and in accordance with the terms of this Request for Proposals and the State's General Conditions of Purchase, which may be obtained at the Rhode Island Division of Purchases home page by Internet at <http://www.purchasing.ri.gov>

This is a Request for Proposals, not an Invitation for Bid: responses will be evaluated on the basis of the relative merits of the proposal; there will be no public opening and reading of responses received by the Office of Purchases pursuant to this Request, other than to name those offerors who have submitted proposals.

### INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

Potential offerors are advised to review all sections of this Request carefully, and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and will not be considered.

It is intended that an award pursuant to this Request will be made to a prime contractor, who will assume responsibility for all aspects of the work. Joint venture and cooperative proposals will not be considered, but subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

Offerors are advised that all materials submitted to the State for consideration in response to this Request for Proposals will be considered to be Public Records, as defined in Title 38 chapter of the Rhode Island General Laws, without exception, and will be released for inspection immediately upon request once an award has been made.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This is a requirement only of the successful vendor.*

The offeror should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the MBE Administrator, at (401) 222-6253 or visit the website <http://www.rimbe.org>

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP / LOI

## **SECTION 2 - BACKGROUND AND PURPOSE**

### **Background and Purpose of the Alternate Assessment Program**

The Alternate Assessment component of the Rhode Island's State Assessment Program (RISAP) is evolving and expanding in response to the federal No Child Left Behind Act, IDEA, federal Title 1 guidance, and to the new Regulations of the Rhode Island Board of Regents for Elementary and Secondary Education Regarding Public High Schools. These changes in RISAP maintain the approaches outlined in Rhode Island's Comprehensive Education Strategy and the requirements of Chapter 16, as seen in our clear agenda of high standards, meaningful assessments, and accountability for school, district, and state improvement. Assessment information must be understood, shared, and used to guide improvement efforts at all levels for ALL Rhode Island's children, including designated subpopulations. Accountability through assessment systems provides equity in program and educational opportunities for all students. Alternate Assessment, as part of the state assessment program, ensures a unified system, applies effective practices, and links student accountability to the common core of learning and grade level expectations (GLEs) within the general curriculum as supported through alternate achievement standards (See Attachment A). GLEs are content and skills that students need to know and be able to do at a specific grade level. They have been developed for grades 2-8 in Reading, Writing, and Mathematics.

Alternate Assessment is designed for those students for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. These students are often those who have the most significant cognitive disabilities. Currently only 0.6% of Rhode Island students participate in Alternate Assessment. Rhode Island is in the process of reassessing this percentage to ensure that the Alternate Assessment participation criteria includes all appropriate students and that these students are being assessed in a manner that allows them to demonstrate their academic achievement.

The central purpose of the RISAP is to measure achievement for accountability. Alternate Assessment measures both program accountability and student progress as measures of achievement. Two other crucial purposes are: (1) to assess student performance in order to provide information to students, families, and teachers; and (2) to inform and improve instruction.

Rhode Island is committed to assuring that the format of the Alternate Assessment is a true and clear reflection of student performance in a manner that is consistent with the state assessment program. The current Alternate Assessment is aligned with content standards through Alternate Assessment

frameworks. In the future it will be aligned with content standards and reported according to performance levels. (In the first year of this contract, the Alternate Assessment framework will also need to be aligned with new grade level expectations.) The Alternate Assessment currently utilizes classroom-embedded portfolio assessment. The assessment format in Alternate Assessment will continue for the 2004-05 assessment cycle but the format may be modified in either 2005-06 or 2006-07 and later years. Field-testing will also be required as a result of these changes. The grades assessed in the Alternate Assessment system will mirror those being assessed by the New England Common Assessment Program (NECAP). NECAP is an association of three New England state departments of education. Its mission is to improve instruction and student learning through information sharing and pooling resources.

The recommendations of Rhode Island practitioners who have implemented the portfolio assessment and who work with these students continue to be valued by RIDE. Their feedback and comments are critical to the development of the assessment system as it aligns with federal and state requirements. Integral to the development of the Alternate Assessment is a standing statewide advisory committee of teachers, administrators, and parents. Committee work begins in the summer or early fall and continues throughout the school year. This committee will provide feedback to the contractor and RIDE regarding the Alternate Assessment system. Examples of past committee feedback include recommendations of new criteria for participation in the Alternate Assessment, advice on return of assessment scoring materials, and changes in the scoring rubric.

The Alternate Assessment occurs in the same grades as the regular state assessments (grades 3, 4, 7, 8, and 11 with alternating grades of 5 and 9 for health). Rhode Island has assessed all students at grades 4, 8, and 10 since 1998 using the *New Standards* Reference Examinations in English Language Arts and Mathematics (published by Harcourt Educational Measurement). It also assesses students at grades 3 and 7 in writing and grades 5 or 9 in health education using assessments developed by Rhode Island educators. With the exception of the year that students are assessed in health education, each student participating in the Alternate Assessment portfolio is assessed in both English/language arts and mathematics.

An evaluation of the current Alternate Assessment system must be done to inform the development of the new Alternate Assessment system to coordinate with NECAP. Field testing in Alternate Assessment for reading, writing and mathematics will occur in 2005-06 along with implementation of the current system. The change mirrors a change in the State Assessment Program, e.g. the English language arts ends and separate reading and writing assessments begin. This new Alternate Assessment system will be administered beginning in fall 2006. Science will be field-tested in 2006-2007. Full implementation of the science assessment will occur in 2007-2008.

ASSESSMENT	GRADE LEVEL											
	K	1	2	3	4	5	6	7	8	9	10	11
Reading Assessment	Not included in this RFP			X	X	X	X	X	X			X
Writing Assessment						X			X			X
Mathematics Assessment				X	X	X	X	X	X			X
Alternate Assessment				X	X	X	X	X	X			X

This RFP covers all aspects of the Rhode Island Alternate Assessment as well as coordination of related aspects including professional development that the contractor will provide in cooperation with Rhode Island's University Center for Excellence in Developmental Disabilities (UCEDD), The Paul V. Sherlock Center at Rhode Island College.

### **SECTION 3 – SCOPE OF WORK**

The work delineated in this RFP extends from July 1, 2004 through October 31, 2009. By mutual consent of the Rhode Island Department of Education and the contractor, the contract may be extended annually for up to two (2) additional years.

#### **A. General Overview of Contractor Responsibilities (Project Management)**

In terms of a general overview, the contractor will work with RIDE, its workgroup, the Paul V. Sherlock Center (UCEDD), and the Alternate Assessment Advisory Committee to meet the requirements of NCLB and IDEA including AYP (1% proficiency) by:

1. Providing staff knowledgeable in Alternate Assessment strategies who can provide technical assistance and logistical support, including an initial review of the current system to RIDE, its workgroup, and the Advisory Committee, whose composition will be determined by RIDE. This includes changes in the current system to incorporate a fall testing window, winter scoring, and March reporting dates in addition to possible changes in the portfolio model, including the possibility of an electronic test format;
2. Evaluating the current Alternate Assessment system against these issues:
  - a. Expanding criteria for participation in Alternate Assessment and
  - b. Narrowing the testing window for Alternate Assessment
3. Writing Alternate Achievement Standards to align with Rhode Island's grade level expectations. These Alternate Achievement Standards should be expanded to include degrees of difficulty.
4. Exploring ways to merge IEP goals, Alternate Assessment Grade Level Expectations, and student performance and progress and evidence of performance and progress, aligning the Alternate Achievement Standards (to be developed) with Rhode Island's high school regulation regarding demonstration of proficiencies. (These changes may include format alterations that could affect cost.)
5. Proposing a new test design and time frame for Alternate Assessment including developing/adapting Rhode Island's Alternate Assessment materials as needed each year;
6. Providing professional development with RIDE and the Paul V. Sherlock Center (UCEDD);
7. Scoring and reporting the new Alternate Assessment; including a data collection system that demonstrates student performance. This document would be available on-line as well as in hard copy.
8. Developing and producing handbooks for administration, scoring, and interpretation of reports and guides for teachers and parents.

## **B. Alternate Assessment System (Administration)**

### **❖ YEAR 1: July 1, 2004- June 30, 2005**

For the first year of this contract, Rhode Island will maintain the current design of its Alternate Assessment. The contractor will work with RIDE, its workgroup, the Alternate Assessment Advisory Committee, UCEDD, and other stakeholders as determined by RIDE, to review Rhode Island's Alternate Assessment system and recommend redesigns for field testing in the 2005-06 academic year.

RIDE expects that there will be overlap in implementation of the current system and field-testing of the new system in 2005-06; however, the contractor may propose another model for testing that is acceptable to RIDE. The Advisory Committee and RIDE want to ensure that the integrity of the program is maintained while emerging best practices are incorporated into the Alternate Assessment system.

A major change that must occur before the second year of the contract is a move to a fall testing window and scores to be reported in March. This change will align the Alternate Assessment system with the NECAP testing window. In addition, an evaluation of Rhode Island's current Alternate Assessment participation criteria must be made in light of the new federal guidance regarding 1% proficiency and the ability of the states to define "significant cognitive disability".

As outlined in the general overview of contractor responsibilities, the contractor is responsible for:

- Providing yearly, on-going professional development regarding effective classroom assessment in cooperation with the Paul V. Sherlock Center staff (UCEDD) and five (5) RI teacher-leaders, for example:
  - electronic portfolio and scoring, as appropriate,
  - effective classroom assessment,
  - teaching educators how to use data and improve student performance through data analysis, and
  - participation criteria for Alternate Assessment.
- Setting aside funds to pay for .25 FTE of a Sherlock Center's staff person's salary and benefits;
- Setting aside funds to pay substitute teacher coverage up to \$100 per day for the academic year or summer work (benchmarking, table leader training, and scoring) including the five (5) teacher leaders for five (5) days each at \$100 per day;
- Arranging and paying for refreshments for four (4) advisory committee meetings for approximately 25 members;
- Arranging and paying for meeting sites for lunch and refreshments for 15 days of work for 25 GLE work committee members in accordance with the development and implementation plan for the assessments.

During this first year, the contractor will also work with RIDE, its workgroup, the Alternate Assessment Advisory Committee, and a committee of special educators familiar with this population to align the Alternate Assessment's critical functions with the GLEs. A copy of the GLEs are available on the RIDE website ([www.rido.net](http://www.rido.net), click on Standards, Instruction, and Student Assessment then click on Grade Level Expectations). This alignment may have an impact on the content of the assessment as well as the rubric and score reports.



Additional major work tasks to occur this year will be to work with RIDE, its workgroup, and the Alternate Assessment Advisory Committee to:

1. Propose a model for both full implementation of the current portfolio assessment and field-testing in grades 3-8 and grade 11,
2. Develop Alternate Achievement Standards that will be expanded to include degrees of difficulty in order to allow participation by all eligible students, and
3. Policy Recommendations

Throughout this period, the contractor will develop written and web-based materials including testing protocols for use by teachers during the academic year as well as write interpretation guides for parents and family members. The teachers' Alternate Assessment manual must be written/revised in time for use in professional development workshops that are typically scheduled for the end of September each year. This time frame might change when the testing window changes. This manual is a "tool kit" for educators to use with their students who have significant cognitive disabilities. Other major pieces are written in the late spring or early summer.

One area of the current Alternate Assessment system that needs a policy recommendation is the school enrollment date for participation in the Alternate Assessment. This is needed for school and district accountability purposes. This decision needs to be made early in the 2004-05 contract year because it needs to be included in the fall communications to schools. A second area that needs a policy recommendation is to develop an appeals process for Alternate Assessment scores.

Professional development workshops constitute a major component of the Alternate Assessment. Workshops have typically been scheduled for three times during the academic year. Workshops are usually repeated multiple times in succession to insure full participation of all teachers of students with significant cognitive disabilities while limiting the numbers of participants in order to assure mastery of material presented. These will be developed in collaboration with the Sherlock Center.

The contractor arrange and will pay for professional development workshops (225 educators for 12 days) for meeting sites, lunch and refreshments in accordance with the development and implementation plan for the assessments.

Using the Rhode Island model of in-state scoring that utilizes Rhode Island educators, the contractor is responsible for scoring the Alternate Assessment. Benchmarking, table-leader training and scoring of student portfolios take place in the summer over multiple weeks in a scoring institute. Committees of educators and parents are trained how to score by the contractor. If changes are made to the content or the rubric, benchmarking must also take place in Rhode Island during the year(s) that the changes occur. Committees will work with the contractor to establish benchmarks in each content area and each grade designation. The contractor will be responsible for producing sufficient numbers of scoring handbooks.

The contractor will arrange and pay for meeting sites for benchmarking (25 teachers for 2 days), table-leader training (10 people for 1 day) scoring (60 teachers for 5 days). The contractor will provide on-site technical assistance during benchmarking and scoring in Rhode Island.

The contractor's responsibilities for scoring, analysis, storage of data and production of score reports are detailed on pages 15-19 of this RFP.

❖ YEAR 2: July 1, 2005- June 30, 2006

Alternate Assessment participation will be expanded this year to include grades 3 - 8 and grade 11. During this year both implementation of the current portfolio model and field-testing of the new model will occur in all the tested grades unless a different agreed upon model is implemented.

The contractor will continue to provide logistical and technical support for Alternate Assessment including production of materials, professional development in coordination with the Sherlock Center, in-state benchmarking, if necessary, and scoring as in Year 1.

Additional work this year will be to work with RIDE, its internal workgroup and statewide committees to:

1. Provide workshops in coordination with the Sherlock Center (UCEDD) to educators and administrators on the new Alternate Assessment system;
2. Field-test the new Alternate Assessment system in reading and mathematics for grades 3 – 8 and grade 11 and field-testing in writing in grades 5 and 8;
3. Develop Alternate Achievement Standards in science that are aligned with the science (GLEs); and
4. Propose a field-testing model for science (field testing will occur in year 3 of this contract).

The contractor should include in their proposal an adequate number of days for these tasks which include on-site technical assistance in Rhode Island.

❖ YEAR 3: July 1, 2006- June 30, 2007

The contractor will continue to provide logistical and technical support for Alternate Assessment including production of materials, professional development in coordination with the Sherlock Center (UCEDD), in-state benchmarking and table-leader training, if necessary, and scoring as in Years 1 and 2. This year the new Alternate Assessment will occur in the fall with scoring in the winter and reporting in March.

Additional major work tasks include:

1. Field testing science according to the agreed upon model;
2. Studying the reliability and validity of rubric and scoring process and making recommendations for changes if needed; and
3. Establishing formal standards and cut points for the Alternate Assessment.

The contractor should plan on an adequate number of days for these tasks including on-site technical assistance in Rhode Island.

❖ YEAR 4: July 1, 2007- June 30, 2008

The contractor will continue to provide logistical and technical support for Alternate Assessment including production of materials, professional development in coordination with the Sherlock Center (UCEDD), in-state benchmarking, table-leader training and scoring as in previous years.

One major additional work task for this year will include the implementation of the science assessment in one elementary, middle, and high school grade.

The contractor should plan on an adequate number of days for these tasks including on-site technical assistance in Rhode Island.

❖ YEAR 5: July 1, 2008- June 30, 2009

Year 5 is the second full implementation year of the Alternate Assessment system. The contractor will continue to provide logistical and technical support for Alternate Assessment, grades 3-8 and grade 11 in reading, writing, mathematics and science. This includes the production of materials, professional development in coordination with the Sherlock Center (UCEDD), in-state benchmarking, table-leader training, and scoring.

The contractor should plan on an adequate number of days for these tasks including on-site technical assistance in Rhode Island.

❖ YEAR 6: July 1, 2009- OCTOBER 31, 2009

The contractor will prepare all teacher manuals and related testing materials for the 2009-2010 testing cycle. The contractor will provide fall professional development workshops in coordination with the Paul V. Sherlock Center (UCEDD). Reporting requirements and technical documentation will be the responsibility of the contractor.

**General Timeline for Field Testing and Implementation of Reading, Writing, Mathematics, and Science**

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>GRADE 3</b>					
Reading	X	Field Test and Implementation	X	X	X
Mathematics	X	Field Test and Implementation	X	X	X
<b>GRADE 4</b>					
Reading	X	Field Test and Implementation	X	X	X
Mathematics	X	Field Test and Implementation	X	X	X
<b>GRADE 5</b>					
Reading		Field Test and Implementation	X	X	X
Writing		Field Test and Implementation	X	X	X
Mathematics		Field Test and Implementation	X	X	X

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>GRADE 6</b>					
Reading		Field Test and Implementation	X	X	X
Mathematics		Field Test and Implementation	X	X	X
<b>GRADE 7</b>					
Reading	X	Field Test and Implementation	X	X	X
Mathematics	X	Field Test and Implementation	X	X	X
<b>GRADE 8</b>					
Reading	X	Field Test and Implementation	X	X	X
Writing		Field Test and Implementation	X	X	X
Mathematics	X	Field Test and Implementation	X	X	X
<b>GRADE 11</b>					
Reading /Writing (Fall 2005: NECAP)	X	Field Test and Implementation	X	X	X
Mathematics	X	Field Test and Implementation	X	X	X
<b>ELEMENTARY SCHOOL Science</b>			Field Test 1 grade TBD	X	X
<b>MIDDLE SCHOOL Science</b>			Field Test 1 grade TBD	X	X
<b>HIGH SCHOOL Science</b>			Field Test 1 grade TBD	X	X

## **CONTRACTOR TASKS**

### **C. Test Construction, Distribution, Collection, Scoring**

For both field testing and implementation, the contractor will pay for:

- Layout, graphics, printing, batching, spiraling, traceable two-day shipping and return shipping, collection of assessments, and any other cost associated with production of the assessments;
- Scoring of field tests and operational assessments as described in prior sections; and
- Technical assistance to committees and work groups as described in prior sections of this RFP.

## **Support**

The contractor will:

- Maintain the State Alternate Assessment Program data files dating from 2004;
- Obtain student assessments in grades assessed from all schools through district offices and score student work using the current or newly developed Rhode Island scoring process; and
- Create an annual data file of the Alternate Assessment scores and student information

## **Miscellaneous Contractor Requirements**

The contractor shall submit electronic (or four paper) copies of designs, plans, reports, tests or other drafts to RIDE in a timely manner. Within ten working days of receipt, unless otherwise agreed upon, RIDE shall complete its review and either:

- a) Approve the materials as submitted, or
- b) Provide specifications for the modifications of the product.

If modification is required, RIDE shall require the contractor to submit a revised product within five working days or according to a mutually agreed upon schedule. It is the practice of RIDE to take an active role in specifying revision of products; thus, it is important to carefully build revision resources into the contract. However, high quality first drafts of reports and other products minimize both the contractor's need to re-write and RIDE's time to re-read and critique. RIDE holds high expectations for well-written reports and well-composed tests and feels that a contractor should be able to deliver a near complete product in the first or second draft.

## **Communication with School Districts and RIDE**

The contractor will keep RIDE informed of communications with districts and schools. This includes providing copies of letters, memoranda, summaries of significant telephone conversations, etc. For material that is distributed at large (e.g., to all schools), RIDE will receive copies for approval. In the case of materials sent to individual schools or districts in response to a request or problem unique to a school or district, submission of copies to RIDE simultaneously with mailing to schools is sufficient. In the case of the general communications, the contractor shall be prepared to make modifications based upon RIDE's review.

Changes in the work plan made after the award of the contract will be at the discretion of RIDE. RIDE also reserves the right to substitute work tasks on an equal basis. Substitutions will only be made prior to the contractor's beginning each task. All design changes or substitutions will be given to the contractor in writing. The intent of this section is not to allow for increasing the scope of the proposal, but to protect the State as design changes that would improve the program become known during the period of the project.

## **Ownership of Materials**

All materials, produced by the contractor in order to implement the Rhode Island Alternate Assessment Program remain the property of RIDE and can be used elsewhere only with the written permission of RIDE.

## **Progress Reports**

The contractor will be required to provide monthly written progress reports indicating tasks performed, decisions made, materials produced and tasks planned for the next three months. These reports will describe the following:

- a) Activities completed during the previous period and dates on which they were completed;
- b) Problems encountered and methods employed for their resolution;
- c) Activities in progress and their anticipated completion dates;
- d) Activities to be started or completed in the upcoming three months;
- e) Advice to RIDE on decisions that need to be made; and
- f) Log of all non-routine interactions with school districts.

Timelines are an essential aspect of this project; thus monthly project reports are expected to be timely, accurate, and written so as to be productive from a planning viewpoint. Monthly reports generally should not exceed four pages.

## **D. Professional Development in cooperation with the Paul V. Sherlock Center (UCEDD)**

The contractor will develop a professional development plan within the first 60 days of the contract award (see also Meetings, below). This plan will delineate the responsibilities of the .25 FTE Sherlock Center staff and the five (5) teacher leaders. (For budget purposes the contractor should plan on paying a daily reimbursement of \$100.00 for 5-10 days of each of the five teacher leaders.) The contractor will refine and implement a plan for professional development of teachers and administrators and including ideas presented below. The plan must consider preparing educators to implement, score, and interpret Alternate Assessment in Rhode Island's Alternate Assessment Program including:

1. Placing the Alternate Assessment within the context of instructional and classroom assessment practices at the tested grade designation;
2. Increasing teachers' and administrators' capacity to administer, report, and use the assessment and the resulting information appropriately; and
3. Ensuring that districts and schools are prepared to implement the assessments.

It is essential to the design that the contractor, in cooperation with RIDE and staff from the Paul V. Sherlock Center (UCEDD), identify how the content of each series of workshops will unfold and interrelate. The actual delivery of the workshops will be the primary responsibility of the contractor and the Sherlock Center. The contractor will pay for experts and facilitators and provide stipends for Rhode Island teachers who participate as presenters. RIDE staff will continue to provide oversight to professional development activities.

## **Meetings**

1. Meetings with RIDE, its work group and the Paul V. Sherlock Center (UCEDD) as needed
2. Meetings with the Alternate Assessment Advisory Board – four (4) times yearly
3. Monthly meetings with RIDE as part of the State Assessment Program review
4. Meetings for educators involved in Alternate Assessment. These meetings, typically held three times each year, are replicated 3-4 times at different sites across the state and include the participation of approximately a total of 225 teachers. Coffee and pastry will be provided. The

contractor will secure a site, print materials, mail notices, and provide a staff person to present a portion of the presentation. The contractor will also be responsible for registration.

5. Meetings with the GLE workgroup as defined in the scope of work. Depending on the length of the meeting, refreshments and/or lunch will be provided by the contractor. The contractor will secure a site, print materials, mail notices, and provide a staff person to present a portion of the presentation. The contractor will also be responsible for registration.

## **E. Scoring, Analysis, Storage of Data, and Production of Score Reports**

### **Scoring**

In addition to the in-state scoring model, the contractor will:

- Provide scoring for field tests;
- Create and maintain linked/equated test forms, including form statistics and estimates of misclassification for the standards-based reports;
- Maintain high quality and reliable scoring procedures and provide detailed written documentation to RIDE about these procedures, including those used for anchor pulling, benchmarking, and associated tasks;
- Budget for 10 people to participate in table leader training; and
- Organize and present the results to RIDE.

RIDE will approve scoring procedures and linking/equating procedures and formulas prior to production of test forms and reports. The contractor will submit to RIDE annually the timeline of all sample reports, trial and final production runs, in accordance with the negotiated agreement of when score reports must be delivered to schools and districts.

## **F. Analysis and Reporting Documentation**

The contractor in consultation with RIDE will be responsible for the development of analysis and reporting protocols that are designed to ensure the delivery of accurate and timely score reports at all reporting levels. These reports are due 60 days after the completion of scoring. The contractor and RIDE will determine testing, scoring, and reporting cycles on an annual basis.

In addition, the contractor, in consultation with RIDE, will be responsible for creating and producing a technical report. The purpose of the technical report is to document all aspects of the State Alternate Assessment Program for staff and to consolidate in one place all procedures, administration manuals, interpretation guides, report samples, etc., and should include narrative text as appropriate [estimate 50 pages], plus an extensive set of appendices. Documentation and clear descriptions and specifications should include: all administrative procedures; correspondence; training and workshop information; analysis and reporting protocols; scoring procedures and criteria; reliability, equating, and scaling procedures; the approaches and results of field testing; decision rules for aggregating and disaggregating data for reports; monitoring reviews; and quality control procedures.

This technical report (plus appendices) may be electronic or paper, spiral bound or provided in binder format. Four copies of the narrative and two copies of the appendices will be required.

## **G. Data Management**

The contractor will carefully document all final data files and add them to the State Alternate Assessment Program Data Bank. The data bank, which is maintained under this contract, contains statewide test data files for the years of the contract and should interface with previous data banks if possible.

The assessment data elements and scores will be provided to RIDE in two steps. In the first step, the preliminary data files will be transferred via FTP to a file server to be designated by RIDE. The data fields, data descriptions, and data field formats will also be provided. RIDE will provide independent quality control checks and work with the contractor concerning edits. In the second step, final data files will be transferred via FTP to a file server to be designated by RIDE. The data fields, data descriptions, and data field formats will also be provided. A CD-ROM with all the necessary final data files will also be provided to RIDE as a backup.

The data bank may be linked with the newly-developed eRIDE system maintained by RIDE through the Office of Network and Information Services in the later years of this contract period.

The contractor will maintain a web site of all school, district, and state summary reports to be accessible using passwords. Users will be able to print additional copies of their summary data.

## **H. Production and Distribution of Manuals, Score Reports, and Brochures**

### **Score Reports**

For each type of report, the number of reports produced is as follows:

<b>Type of Score Report</b>	<b>Number to be produced</b>
A. Individual pupil report	Two copies for each student tested – one for the school, one for the family
B. 1. Classroom Summary	Two copies for each classroom tested
B. 2. Alphabetic Master Classroom Roster of Students	Two copies for each classroom tested
C. 1. School Summary	Four copies for each school – two for the school, one for the district, one for RIDE
C. 2. Disaggregated School Summary	Four copies for each school – two for the school, one for the district, one for RIDE
C. 3. Alphabetic Master School Roster of Students	Two copies for each school
D. 1. District Summary	Four copies for each district – three for the district, one for RIDE
D. 2. Disaggregated District Summary	Four copies for each district – three for the district, one for RIDE
E. 1. State Summary	Four copies for RIDE
E. 2. Disaggregated State Summary	Four copies for RIDE

High quality laser printing with various fonts, type sizes, shading, etc. must be used for the production of all reports. RIDE must approve the format and quality of reports prior to production.



For the purposes of estimating quantities –

- 36 school districts in Rhode Island
- about 40 “outplacement,” charter, and state-operated schools
- about 330 public school buildings
- about 500 Alternate Assessment portfolios were scored (returned) in 2003

**Test Administration Manuals, Test Interpretation Manuals for Educators, and Parent Interpretation Brochures**

The contractor is responsible for writing and updating (in consultation with RIDE and its workgroup), printing and distributing test administration and interpretation manuals and parent interpretation brochures. The test administration and interpretation manuals for educators will be 3-hole punched for insertion into 3-ring binders.

The documents will include the types of materials contained in the Alternate Assessment manual as well as in the interpretation guides written for educators. (Alternate Assessment materials are available on the RIDE website, [www.rido.net](http://www.rido.net), click on Standards, Instruction, and Student Assessment, then click on Testing and Assessment, click on Alternate Assessment.) Central to these guides are examples of student work that exemplify various performance and benchmark levels. These guides should be attractive and easy to use by the intended audiences. Material for educators should cover an understanding of Alternate Assessment, alignment with content standards and Grade Level Expectations, implications for instruction, scoring criteria and benchmarks, how to interpret the meaning of the Alternate Assessment scores, and the utilization of score reports. Parent materials should summarize, in lay language, the goals and purposes of Alternate Assessment, use examples of student work with explanations of that work and directions on how to interpret their child’s score.

The contractor will ship to the schools test administration and interpretation manuals and parent brochures in quantities specified by RIDE. The unshipped balance of interpretation manuals and parent brochures will be shipped to RIDE.

The following quantities of materials for the comprehensive three-ring binders will be required:

<b>2004-2005</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
Revise	Interpretation Guide for Educators	800	25
New	Interpretation Guide for Parents and Guardians	600	20
Revise	Administration Manual	400	110
Revise	Student Binders	550	30
Revise	Portfolio Scoring Procedures Handbook	70	50

<b>2005-2006</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
New	All materials for field-testing Alternate Assessment in reading, writing, mathematics (educator materials)	TBD	TBD

New	All materials for field-testing Alternate Assessment in reading, writing, mathematics (student materials)	TBD	TBD
Revise	Interpretation Guide for Educators	1000	25
Revise	Interpretation Guide for Parents and Guardians	700	20
Revise/New	Administration Manual	400	110
Revise	Student Binders	650	30
Revise	Portfolio Scoring Procedures Handbook	100	50

<b>2006-2007</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
New	All materials for field-testing Alternate Assessment in science (educator materials)	TBD	TBD
New	All materials for field-testing Alternate Assessment in science (student materials)	TBD	TBD
New	Interpretation Guide for Educators	1000	25
New	Interpretation Guide for Parents and Guardians	700	20
New	Administration Manual	400	125
New	Student Binders	650	45
New	Portfolio Scoring Procedures Handbook	100	50

<b>2007-2008</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
Revise	Interpretation Guide for Educators	1000	40
Revise	Interpretation Guide for Parents and Guardians	700	25
Revise	Administration Manual	400	140
Revise	Student Binders	650	45
Revise	Portfolio Scoring Procedures Handbook	100	50

<b>2008-2009</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
Revise	Interpretation Guide for Educators	1000	40
Revise	Interpretation Guide for Parents and Guardians	700	25
Revise	Administration Manual	400	140
Revise	Student Binders	650	45
Revise	Portfolio Scoring Procedures Handbook	100	50

<b>7/09 – 10/09</b>		<b>Number of Copies</b>	<b>Approximate Length (pages)</b>
Revise	Administration Manual	400	140

### **Turn Around Time and Penalties for Late Delivery**

It is expected that all materials, reports analyses, etc. will be delivered in a timely manner. Specifically, however, with regard to the delivery of individual, class, school, and district score reports, the contractor should ensure that these reports will be returned to school districts no later than the date agreed to with RIDE.

The State of Rhode Island may, at its discretion, charge a penalty of \$1,000 per day for each day beyond the specified date.

### **Option to Extend Contract**

The State may, at its discretion, offer to extend the contract for a period of time not to exceed two (2) twelve (12) month periods from the end of the contract period (October 31, 2009). The extension period could end on or before October 31, 2010. The contractor will be notified by the State of its intention to extend the contract prior to July 1, 2009. Costs will be negotiated for the extension period. A second twelve (12) month extension may be offered for the period from the end of that contract period (October 31, 2010). The extension period could end on or before October 31, 2011. The contractor will be notified of its intention to extend the contract prior to July 1, 2010. Costs will be negotiated for the extension period.

## **SECTION 4 – BUDGET AND TIMELINES**

### **Budget**

1. Bid proposals should provide a firm fixed cost (including expenses) for the work required of the contractor, by year as described above. Bid proposals should also provide a detailed narrative for each task in Section 3, in the instance that time or cost constraints cause the State to proceed with a more limited scope of the project. Bid proposals shall include a proposed payment schedule.
2. The contractor is responsible for all expenses related to overhead, research, data collection, travel, etc. necessary to complete the scope of work including all tasks and deliverables described in Section 3. All anticipated expenses must be detailed in the cost proposal.

### **Timeline**

1. Bid proposals shall include a schedule of all work necessary to complete tasks and deliverables as described in Section 3.
2. The Rhode Island Department of Education has final approval on all work and performance.
3. Bid proposals shall include a reporting and meeting schedule that demonstrates the ability to work on an interactive and timely basis with RIDE.
4. Bid proposals shall discuss any potential difficulties, delays, or variances in carrying out the work.

## SECTION 5 – PRE-PROPOSAL QUESTIONS AND SUBMISSION REQUIREMENTS

Questions concerning this solicitation may be e-mailed to the Division of Purchases at, in accordance with the terms and conditions expressed on the cover page of this solicitation.

Answers to questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the Help Desk at 401 222-2142, ext 134.

Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time indicated on the cover page of this solicitation. Proposals received after this time and date will not be considered.

Proposals must include the following:

1. An R.I.V.I.P. generated bidder certification cover sheet, downloaded from the R.I. Division of Purchases Internet home page at <http://www.purchasing.state.ri.us>.
2. A signed, sealed, and separate Cost Proposal reflecting the hourly rate, fixed fee, or other fee structure, proposed for this scope of services.
3. A *separate* Technical Proposal describing the background, qualifications, and experience with and for similar programs, as well as the workplan or approach proposed for this requirement.

The Technical Proposal must contain the following sections:

➤ Executive Summary

The Executive Summary is intended to highlight the contents of the Technical Proposal and to provide State evaluators with a broad understanding of the offeror's technical approach and ability.

➤ Offeror's Organization and Staffing

This section shall include identification of all staff and/or subcontractors proposed as members of the project team, and the duties, responsibilities, and concentration of effort which apply to each (as well as resumes, curricula vitae, or statements of prior experience and qualification).

➤ Work Plan /Approaches Proposed

This section shall describe the offeror's understanding of the State's requirement, including the result(s) intended and desired, the approaches and/or methodologies to be employed, and a workplan for accomplishing the results proposed. The description of approaches shall discuss and justify the approach proposed to be taken for each task, and the technical issues that will or may be confronted at each stage on the project. The workplan description shall include a detailed proposed project schedule (by task and subtask), a list of tasks, activities, and/or milestones that will be employed to administer the project, the assignment of staff members and concentration of effort for each, and the attributable deliverables for each.

➤ Previous Experience and Background

This section shall include the following information:

A comprehensive listing of similar projects and undertaken and/or similar clients served, including a brief description of the projects,

A description of the business background of the offeror (and all subcontractors proposed), including a description of their financial position, and

The offeror's status as a Minority Business Enterprise (MBE), certified by the Rhode Island Department of Administration, and/or a subcontracting plan which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For information contact the MBE OFFICER, at (401) 222-6253.

Proposals (an original plus eight copies of the Technical Proposal and an original and one copy of the Cost Proposal) should be mailed or hand delivered in a sealed envelope marked "RFP #B03819: Alternative Assessment Program " to:

**By Courier:**

**RI Dept. of Administration  
Division of Purchases, 2<sup>nd</sup> floor  
One Capitol Hill  
Providence, RI 02908-5855**

**By Mail:**

**R.I. Department of Administration  
Division of Purchases  
P.O. Box 6528  
Providence, RI 02940-6528**

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or which are otherwise not presented in the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed to the Division of Purchases will not be considered. The "official" time clock is located in the reception area of the Division of Purchases.

## **SECTION 6 – EVALUATION AND SELECTION**

The State will commission a Technical Review Subcommittee, which will evaluate and score all proposals, using the following criteria:

A. Corporate and Staff Qualifications

30 points

This refers to the quality and combination of staff proposed for the contract. Also, consideration will be given to whether the organization has sufficient resources to work within the time constraints while maintaining desired performance levels. Prior experience in large scale testing programs, including Alternate Assessment, is required in order to be a qualified bidder. For purposes of this RFP, a large-scale testing program is defined as one having more than 20,000 students tested during a single testing period. Qualifications of the organization, as well as professional personnel assigned to the Rhode Island State Alternate Assessment Program, will be judged on the basis of experience (with particular reference to experience on projects of a similar nature) and references.

The proposal will also be evaluated on the contractor's comprehensiveness in addressing all of the needs and requirements of the Rhode Island State Alternate Assessment Program as outlined in these specifications.

B. Quality of Work Under Similar Prior Contracts 15 points

RIDE will review information on the quality, timeliness and scope of work done by the contractor under prior contracts.

C. Adequacy of Physical Resources 10 points

RIDE will review the proposal for sufficiency/availability of allocated resources as well as the background and experience of proposed vendors (e.g. printers, overnight shipping)

D. Quality of the Administrative and Managerial Workplan 10 points

This review will refer to the quality of the management proposal.

E. Range and Worth of Methodologies to be Employed 15 points

The proposal will be evaluated with regard to the technical quality and procedures, with an emphasis on the techniques proposed for executing the proposed tasks, the appropriateness and efficiency of the procedures recommended, the statistical methods used relating to test reliability and equating, and the overall level of technical understanding expressed by the contractor. Ideas expressed are expected to go beyond simple restatements of the RFP itself.

F. Cost 20 points

This proposal will be reviewed for reasonableness of cost in relation to proposed activities to meet contract requirements and the reasonableness of cost in relation to Rhode Island's budget.

TOTAL 100 points

Notwithstanding the foregoing, the State reserves the right not to award this contract, or to award this contract on the basis of cost alone, to accept or reject any or all options, bids, and proposals and to act in its best interest.

Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

The State may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award.

The Technical Review Sub-Committee will present written findings, including the results of all evaluations, to the State's Architect/Engineer and Consultant Services Selection Committee, which may recommend up to three finalists to the Director of the Department of Administration, who will make the final selection for this requirement.



# SECTION 6 Appendix A Task Allocation Form

**Directions:** Please complete a separate form for each fiscal year of the project. Include the name of each staff person assigned to the project for ½ FTE or more in a given year. Include the FTE by department name or job description for major tasks completed across other staff. Column totals should reflect an estimate of the total FTE assigned to each task. Additional pages may be submitted, as necessary, and should be clearly labeled (e.g., page x of y). The final page must contain a grand total across pages. Corresponding forms must be submitted and clearly labeled for separate cost items specified in the RFP or additional/alternative tasks proposed by the contractor.

[illegible]



**SECTION 6**  
**Appendix B**  
**Line Item Budget**

- All lines must be completed: Enter \$0 if appropriate.
- Travel costs should be included in line items, where appropriate.
- Enter subtotals for higher level categories on corresponding lines (e.g. labor, other direct costs, shipping and receiving, documents and databases).
- Budgets for identified as separate cost items and alternative or additional tasks proposed by the contractor must be provided on separate forms.
- The contractor's response must include a detailed narrative explaining and supporting the costs provided on this form.
- Note that FY10 represents only the first four months of that fiscal year, i.e. July 1 – October 31, 2010.

Line Item	Task	FY05	FY06	FY07	FY08	FY09	Total
<b>I. Labor (subtotal)</b>							
A. All except scorers	E						
B. Scorers	E						

<b>II. Other Direct Costs (subtotal)</b>							
A. Office Operations (telephone, misc. postage, photocopying, supplies, misc. shipping, etc.)	All						
B. Shipping and Receiving (subtotal)							
Test Administration	B						
Reporting of Results	E and F						
C. Documents and Databases (subtotal)							
Test Materials (subtotal)							
Item-related costs	C						
Student Materials	H						

**SECTION 6**  
**Appendix B (continued)**

<b>Line Item</b>	<b>Task</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>Total</b>
Field Testing	C and H						
Teacher's Manual	H						
Reports of Results (subtotal)							
Parent/Guardian Report	E and H						
Classroom summary	H						
School Summary	H						
District Summary	H						
State Summary	H						
State student-level database	H						
Interpretive Materials	H						
Technical Report	F						
Additional Documents and Publications (subtotal)							
Accessibility Report							
Management Reports	C						
Scoring Documentation	E						

## Appendix B (continued)

Line Item	Task	FY05	FY06	FY07	FY08	FY09	Total
D. Meetings/Conferences/ Workshops (subtotal)							
Management Meetings	D						
Alternate Assessment Advisory Committee Mtgs.	D						
Standard-Setting Meetings	D	-					
Professional Development	D						
Grade Level Expectation Workgroup	D						
E. Support (subtotal)							
Administration Support	A						
Reporting Support	A						

III. Overhead and Fees (subtotal)							
A. Overhead							
B. Fees							

IV. Total (Labor + ODCs + Overhead and Fees)						

**SECTION 6**  
**Appendix C**  
**Major Task Area Budget Summary**

**Fiscal Year \_\_\_\_\_**

Directions: Complete a separate form for each fiscal year.

	I. Labor			II Other	
	All employees (regular and temporary) except scorers	Scorers	Subcontractors	Other Direct Costs	Total (Labor + ODCs)
A. Project Management and Planning					
B. Administration					
C. Test Construction					
D. Professional Development					
E. Scanning, Imaging and Scoring					
F. Analysis and Reporting					
G. Data Management					
H. Materials Production					
Overhead					
Fees					
<b>Total</b>					

## SECTION 6

### Appendix D

**RHODE ISLAND DEPARTMENT OF EDUCATION**

# RHODE ISLAND'S STATE ALTERNATE ASSESSMENT PROGRAM IN THE CONTEXT OF THE NO CHILD LEFT BEHIND ACT

## Corporate Sign-off of Proposed Budget

**GRAND TOTAL FOR ENTIRE PROJECT:** \_\_\_\_\_

Note: The period of the contract is July 1, 2004 through October 31, 2009. Fiscal years (FY) begin on July 1 and end on June 30.

**Officer/Authorized Agent:** \_\_\_\_\_  
(Print Name)

**Title:** \_\_\_\_\_

Date: \_\_\_\_\_

**Graphic Representation of Relationship of GLEs to Alternate Achievement Standards, Assessment, and IEPs**

